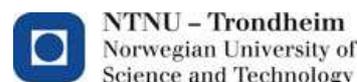


REFLEX scenario workshop series

# National scenario workshop in Country Norway

Outcomes report (August 2015)



## **Preface and acknowledgements**

First: a great thanks to all the participants for their bringing in their knowledge and interest in developing a future framework for career development for researchers in Norway. Many initiatives are following this workshop and the topic of Researchers Career has been rising on the political and the institutional agenda in 2015.

Second: many thanks to our partner organisations for making us gain from their knowledge and build something new together. During the workshop you have been valuable in cheering and facilitating the work in the working groups.

## Table of contents

Part 1: Background and purpose .....	3
1.1 About the REFLEX project .....	3
1.2 Methodological remarks .....	4
1.2.1 What is a scenario workshop?.....	4
1.2.2 Main outline of the workshop.....	4
1.2.3 Selection of participants .....	7
Part II: Outcomes and conclusions of the workshop .....	10
2.1 Blockers .....	10
2.2 Boosters.....	13
2.3 General Conclusions/Reflections on findings.....	15
Contact information .....	17

## Part 1: Background and purpose

### 1.1 About the REFLEX project

In today's ever changing world, systematic and focused career management is becoming increasingly important for both researchers and their employers. However, research organisations face the challenge of how to guide researchers through this process and how to enable them to become creative, critical and autonomous intellectual risk takers.

Currently variety of career development tools is available, some of them are formal and structured, others are based on informal and self-directed approach. But how to ensure that these tools, usually designed for the use in certain research environments, can be transferred to other contexts? And how to make them more reflexive to the increasing variability of career patterns and opportunities which arise with the creation of brand new jobs in the near future?

REFLEX - A two-year project joining forces of partners from five European countries, will address these challenges through the designing of intelligent career development framework based on the direct involvement of researchers, their employers, HR departments, EURAXESS Service Centres and other relevant actors.

#### What steps will we take to create this framework?

- The pool of existing career development tools and practices will be collected and analysed with regard to their applicability in different national contexts.
- Scenario workshops with researchers and other local stakeholders will be organised in every project country to learn about the country specific situation.
- A set of modules will be defined to describe certain practices, procedures and skills, which will be combined into the common framework and its country specific mutations. The framework will integrate and complement existing tools into the context sensitive models of career development services.
- Practical testing and implementation of the framework carried out within the project will help to spread these tools towards the researchers and other stakeholders.
- Training model scheme focusing on the development of career management skills for researchers will be designed, adapted, and tested to different national contexts.
- Mutual learning and feedback activities will ensure the coherence and continuous improvement of all project outcomes.
- To increase the transferability of this framework to other national and institutional contexts, European level workshop will be organised together with other EURAXESS networks and organisations representing the researchers and their employers.

## 1.2 Methodological remarks

### 1.2.1 What is a scenario workshop?

Central principle of the project activities is the bottom-up approach and direct involvement of researchers, their employers and other stakeholders who are engaged in the career development support. Project encourages this involvement through the specific activities such as organisation of scenario workshop in all project countries. These events will help identify issues of crucial importance for the career development of different groups of researchers in the respective country.

Our intention was to bring together researchers, funding institutions, state and private institutions and other stakeholders to reflect and discuss on the concept of career development framework, and what such a framework should include. Already identified career development practices and tools was debated, with the intention to enhance the existing tools and practices. The workshop also aimed to identify new tools and practices that could be included in a career development framework.

Aim of a scenario workshop include raising awareness of anticipated problems, helping to develop common definitions, facilitating discussions between different actors, examining the differences and similarities, as well as problems and solutions as perceived by the participating role groups; cultivating steps and solutions for foreseen problems and stimulating teamwork in coming up with solutions and/or recommendations for the specific problem. (See <http://participedia.net/de/methods/scenario-workshop>)

The original scenario workshops methodology was adapted according to the needs of the project and specific topic it addresses. Up to 40 participants including researchers and representatives of relevant stakeholder groups participated in each of the national workshops. The composition of the groups was based on the outcomes of the stakeholders mapping process and differed from country to country. However, the following groups were represented in each of the events: (1) Delegates of national organizations representing researchers, (2) Individual researchers (diversity of the individuals researchers with regard to gender, career stage, type of career pathway, sectorial background etc. will be ensured), (3) Researchers' employers from various sectors (public, private, NGO) and research funders, and (4) Researchers' career support professionals.

### 1.2.2 Main outline of the workshop

The workshop started with a series of plenary sessions aiming to introduce the topic of career development for researchers, outline the aim of the workshop and set a common agenda for the participants, by introducing examples of career development strategies and activities already in place and outline the state of the art in the country.

The participants were later divided in 3 homogeneous groups. Each group worked on identifying and discussing blockers and obstacles in researcher's career. The focus was on career development tools and practices that are missing or not functioning optimal and why. The methodology used was International Café.

The following questions were used to initiate the discussion and an additional set of questions were available to facilitate the discussion if necessary:

*Question 1: What are the main challenges in developing a functional system for long-term career development?*

*Question 2: What career development tools, practices are missing and why?*

Plenary sessions were used again to present the input from the groups and sum up and reflect on the outcome.

In the second group work session, the participants were divided in 5 heterogeneous groups. Each group selected a blocker and worked on finding solutions on how to deal with that particular blocker. The input from the second group session was summarized on a poster that was later on displayed in the plenum room. The participants visited poster at choice while one representative from each group stood by the poster in order to collect input and comments from the other participants.

National Workshop "Living and learning researcher career development framework"	
Date: 25 August 2015	
Time: 9:30 – 17:00 (18:00)	
Location: Clarion Congress Trondheim, Address: Brattørkaia 1   7010 Trondheim	
Schedule of events	
09:30 – 10:00	Registration and coffee
10:00 – 10:15	Welcome and introductions International Senior Adviser Kathrine Vangen (NTNU)
10:15 – 10:35	<i>Presentation of the reflexion document "For a better career policy for scientific personnel in Higher Education Institutions"</i> Senior Advisor Ragnar Lie, The Norwegian Association of Higher Education Institutions' (UHR)
10:35 – 11:00	<i>Presentation of selected career development programs at NTNU</i> , Pro-Dean Tor Grande (NTNU) and International Coordinator Nina Sindre (NTNU)
11:00 – 13:00	Introduction to the methodology for the Group Work Group Work Part 1 <i>"Career development blockers"</i> (including Coffee break)
13:00 – 13:45	Lunch
13:45 – 14:15	Input from Group Work Part 1
14:15 – 15:15	Group Work Part 2 <i>"Career development boosters"</i>
15:15 – 15:30	Coffee break
15:30 – 16:45	Poster session
16:45 – 17:00	Closing remarks by Deputy Head Sibylle Hodel (ETH Zurich) and International Senior Adviser Kathrine Vangen (NTNU)
17:00 – 18:00	Refreshments on the Hotels terrace
Contact persons: Kathrine Vangen: Mobile: +47 95 61 15 88, kathrine.vangen@ntnu.no Juliana Hussein: Mobile +47 47 28 62 28, juliana.hussein@ntnu.no	



### 1.2.3 Selection of participants

The intention was to bring together researchers, funding institutions, state and private institutions and other stakeholders to reflect and discuss on the concept of career development framework, and what such a framework should include. The number of stakeholders invited was limited in order to assure collection of in-depth information from the participants.

Reflex project has specifically aimed to involve the researchers and therefore a significant percentage of researchers were invited to the workshop.

#### List of participants

<b>Employers, funding and policy institutions</b>			
	<b>Institution</b>	<b>Name</b>	<b>Position</b>
1	SINTEF	Ingeborg Kaus	Research Director, Sustainable Energy Technology
2	DNV GL AS	Trude Cathrine Helgesen	HR & Adm Manager
3	Abelia	Elin Backe Christophersen	Project leader
4	KD (Ministry of Education and Research)	Jana Weidemann	Deputy Director General
5	UHR (The Norwegian Association of Higher Education Institutions )	Ragnar Lie	Senior Adviser
6	RCN (The Research Council of Norway)	Per Magnus Kommandantvold	Special Adviser
7	NARMA (Norwegian Network for Administration and Research Management)	Håkon Fottland	Board member
8	UiT (The Artic University of Norway)	Pål Vegar Storeheier	Research Director
9	HIST (Sør-Trøndelag University College)	Monica Lillefjell	Pro-rector for research
10	NTNU (Norwegian University of Science and Technology)	Tor Grande	Vice- Dean
11	NTNU (Norwegian University of Science and Technology)	Nina Sindre	International Coordinator
12	NTNU (Norwegian University of Science and Technology)	Arne Hestnes	HR director

<b>Researchers and organizations representing employees</b>			
	<b>Institution</b>	<b>Name</b>	<b>Position</b>
1	SIN (Association of Doctoral Organizations in Norway)	Vegard Stenhjem Hagen	President
2	DION (Doctoral Association at NTNU)	Øyvind Storesund Hetland	President
3	TINE	Jorun Øyaas	Researcher
4	NTNU (Norwegian University of Science and Technology)	Thorsten Hamann	Associated Professor
5	NTNU/University of Bristol	Sarah Eagle	Researcher
6	NTNU (Norwegian University of Science and Technology)	Tale Litlere Bjerknes	PHD
7	NTNU (Norwegian University of Science and Technology)	Johannes Van der Want	Associated Professor
8	NTNU (Norwegian University of Science and Technology)	Torbjörn Ekman	Professor
10	NTNU (Norwegian University of Science and Technology)	Timo Engelsdorf	Post doc (Marie Curie Fellow)

<b>Partners and Support</b>			
	<b>Institution</b>	<b>Name</b>	<b>Position</b>
1	SAIA (Slovak Academic and Information Agency)	Janka Kottulova	Project Manager
2	SAIA (Slovak Academic and Information Agency)	Katarina Kostalova	Executive Director
3	UCPH (University of Copenhagen)	Iben Rørbye	Senior HR Consultant and Project Manager
4	UCPH (University of Copenhagen)	Mark de Vos	Senior International Mobility Consultant
5	BZN (Bay Zoltán Nonprofit Ltd)	Adam Molnar	Head of Department
6	BZN (Bay Zoltán Nonprofit Ltd)	Katalin Kovacs	Project Manager
7	ETH (The Swiss Federal Institute of Technology Zurich)	Annika Glauner	Research Advisor and Manager
8	ETH (The Swiss Federal Institute of Technology Zurich)	Sibylle Hodel	Deputy head

9	NTNU (Norwegian University of Science and Technology)	Kathrine Vangen	International Senior Adviser/project leader NTNU
10	NTNU (Norwegian University of Science and Technology)	Iuliana Hussein	International Adviser
11	NTNU (Norwegian University of Science and Technology)	Berit Wenche Nielsen	Senior Adviser
12	NTNU (Norwegian University of Science and Technology)	Svandis Benediktsdottir	Equality Adviser
13	NTNU (Norwegian University of Science and Technology)	Koharu Okuya	NTNU NIRS Network
14	NTNU (Norwegian University of Science and Technology)	Agata Ściegienko	NTNU NIRS Network

## Part II: Outcomes and conclusions of the workshop

### 2.1 Blockers

Keywords:

Narrow career perspective

Difficult for researchers to identify stakeholders and key persons; lack of system and coordination

Leaders are not active in career planning, development outside a specific project

Leaders lack training, skills and tools

International mobility: lack of institutional support for outgoing mobility, bureaucracy related to immigration and relocating family

International researchers have fewer opportunities for networking and participation in research projects, both inside their own institution and with other sectors

The links between academia and industry are on individual level, very much dependent on leadership/supervisor

Applying for funding is bureaucratic; researchers lack efficient administrative support from their institution

Internal selections of funding applications blocks careers of young researchers

#### **Narrow career perspective**

The findings of the workshop suggest that researchers have relatively narrow career perspectives, industry versus academia.

The alternatives would usually be to continue in academia versus moving to industry or other sectors. The last is very much dependent on the researcher's or supervisor's network since there is not any system to facilitate a smooth transition. Switching from academia to industry and vice versa appears to be a change that is difficult to undo.

The researchers lack good tools/channels to get information and updates about career opportunities in other sectors as well as collaboration opportunities outside their inner circle.

There is also a narrow understanding of what "industry" means with a tendency to equal industry with businesses companies. However, "industry" can be understood also in the broader terms. For social scientists and humanists institutions such as museums, media or nonprofit organizations can mean "industry". However, the cooperation between these institutions and academia is not being payed same attention and priority as the cooperation between the university and technological company

Many Norwegians still associate career with a picture of a "suitcase man" and researcher's career is equated to "academic career". Career guidance for PhDs or postdocs at academic institutions reflect this restricted understanding of researchers' careers. PhD supervisors and academic mentors lead the researchers on the narrow academic path guiding them on how to move up the academic career ladder. But majority of PhD students (80% end up working outside universities after finishing their PhD) and many postdocs will leave academia for a work in private companies or public sector. This narrow understanding of research career does not only concern sectoral constraints. Definition of career success also has a considerable

impact on how career support for researchers looks like. Not all researchers aspire to become the heads of the research teams or the leaders in their fields. Majority will take other, less visible but nevertheless not less important roles in their research teams or at their institutions. The individual careers coincide with the institutional goals and effective career support should reflect this.

Finally, changing the institutional mind-set and developing the career development support mechanism is only one side of the coin. Readiness of researchers to take over the responsibility for their own individual careers is another. Researchers will also need to develop skills before they are able to evaluate their competencies, navigate their own careers and do the long-term career planning.

### **Career development support**

Institutions do have different career development initiatives and services available for researchers, but they lack visibility and coordination. Researchers find it difficult to identify who, where, when and why in relation with career development.

Lack of information about what kind of support the researchers can be expected to get and who is doing what are mentioned as career blockers since researchers cannot fully take advantage of all services and tools dedicated to them.

Institutional support in relation grant application, outgoing and incoming mobility, and mentorship programs are among most hoped-for career development tools.

### **International mobility**

Bureaucracy related to immigration and relocating family is not only time consuming, but also financially and emotionally challenging for researchers and especially difficult for researchers with families. Incoming and outgoing mobility have similar set of challenges, especially when researchers do not get sufficient administrative support or it's not clear what kind of support they can expect and from whom.

Seen from different angle, Norwegian researchers appear to be less motivated to take part in international mobility due to the excellent living and research standard in Norway while other researcher lack the network and the opportunity to take a sabbatical abroad. Lack of skills and support to applying for mobility grants could also be the reason for a lower participation in outward mobility. One possible way to overcome this problem is to make it compulsory for researchers to spend time abroad, starting with the master level. The host institutions should also offer solid and visible support services for both outgoing and incoming mobility.

International mobility faces also a different set of challenges like not being included or offered networking and collaboration opportunities, not understand the institutional culture and the national culture and struggling to understand how decision are made.

International researchers established in Norway would benefit of a better of system of integrating them in their own institutions, sector. Unfortunately, international researchers seem to have fewer opportunities for networking and participation in research projects, both inside their own institution and with other sectors.

### **Leadership**

Most of institutions have no clear guidelines, expectation or recommendation for leaders on how they should handle career development for researchers. As a result, leaders can enhance

or weaken career development for researchers. Some leaders will empower their colleagues and subalterns and act as mentors while other would not.

Leaders and supervisors will rarely be active in career planning and development outside a specific project. Most of leaders and supervisors will not give career advice unless specifically asked, and some are not comfortable with the topic since they feel that they have neither the time, the skills nor the tools to contribute to the career development for R1-R3.

Institutions need to develop awareness around this topic and put career development on the agenda of the leadership of all levels.

Time constrains is another obvious career blocker for researchers R1-R4, but impacts them in a different manner. Leaders, professors feel overwhelmed with administrative tasks and teaching duties that take time from their supervision duties and the time they spend on guiding and mentoring R1-R3 or getting the skills to do that. On the other side, researchers R1-R3 face multiple deadlines, so using time to thinking about career development becomes a “luxury”.

Failing to include R3-4 researchers in internal decision-making processes is another identified career blocker. Researchers might not understand how decision are made in their department, therefor become passive, and form independent, but closed research groups. Researchers have also less ownership towards institutional strategical goals when they are not part in the decision-making processes. Leadership should pay a special attention in including R3-R4 researchers when important strategical goals are discussed and decided upon.

### **The art of applying for funding**

Getting funding is without doubt essential for the career development of researchers; however, the competition in getting funding is very tough and the application process is very complex and different from one funding institution to another.

Based on the data collected during the workshop we can conclude that researchers lack efficient support services from the home institution when they apply for funding. Researchers struggle to identify key persons in the administration that could help them and use a significant amount of time trying to figure out the formalities around the application process. As a result, researchers are less motivation to apply for grants since it is so bureaucratic and reduces the time spent on research.

Procedures like internal selections of funding applications are also identified as career blocker. Well-established researchers would get better institutional support and pass any internal selection procedure when applying for funding compared with young researchers.

The researchers would also benefit of a portal where all the funding opportunities for all research fields are listed since that type of information is fragmented at the moment.

## 2.2 Boosters

### Keywords:

Clear institutional guidelines and tools that set career development in focus  
 Facilitate links and collaboration opportunities between academia and industry  
 Enhance international mobility and offer support services related to that  
 Develop and implement mentoring programs that can be offered to a wider range of researchers  
 Cultural training for R1-R4  
 Define the role of the supervisor, offer training and increase awareness around

The blockers addressed in the second sessions were:

Group 1: Lack of awareness of alternative careers

Group 2: Lack of career opportunities and collaboration between industry and public sector

Group 3: The role of supervisors

Group 4 and 5: Finding solutions for the lack and challenges related mobility of Norwegian researchers

### **Lack of mobility of Norwegian researchers**

International mobility as sabbatical or else is identified as a solid career booster for researchers; however, the number of researchers taking sabbatical is quite low in Norway. Many researchers are sceptical about relocating to another country for a long period since it requires a lot of preparation as for example finding housing abroad and solution for the house back home, taxes, insurance, and school and kindergarten place if they have children etc. In many occasions, researchers feel they are on their own dealing with these practicalities and the departments often lack the competence and resources needed to offer support.

The living standard in Norway is also very high and this contributes negative in motivating researchers to be mobile. Financially it does not pay off for researchers to take a sabbatical abroad, especially researchers with families since the spouse/partner will often not have any income while they are abroad and not all institutions have routines for compensation.

### **Identified tolls that enhance international mobility:**

- exchange programs between universities, Marie Curie fellowships, ERASMUS etc
- Euraxess offices, international offices for researchers that offer administrative support (taxes, immigration, insurance, applying for grants), expat offices
- institutional policies and for implementing and supporting mobility
- guidelines for compensating and rewarding mobile researchers

### **Roles and responsibility in relation with international mobility:**

Researchers:

- a) should take advantage of mobility opportunities and take part in mobility as early as possible (master level, bachelor level)
- b) apply and keep themselves updated about mobility grants
- c) participate in building relevant networks

Supervisors:

- a) access to relevant networks and enhance networking opportunities
- b) establish contact with other research groups
- c) increase awareness around the importance of being mobile

Departments:

- a) develop policies and tools meant to facilitate mobility
- b) offer administrative support to mobile researchers
- c) offer financial support to mobile researchers
- d) facilitate networking for R1-R4
- e) establish contact and agreements with other institutions
- f) find mechanism for sharing experience from mobility
- g) offer training and support on grant applications

### **The role of supervisor**

The supervisor plays without a doubt an important role in researcher's careers, but Reflex project found that in Norway it is not clear what are the supervisor's role and responsibilities in relation with career development of their PhD, post-doctoral students. The supervisor role varies from individual to individual based on how they understand and define their role. The role ambiguity gives freedom and flexibility, but at the same time offers dissimilar terms and opportunities to young researchers. Some researchers benefit of access to networking, participating on international projects etc while others do not.

The role of supervisor should be clearly defined in order to offer a more predictable path for both young researchers and supervisors themselves. It is also necessary to increase awareness among supervisors about the importance of offering career guidance for their student so that the students experience a smooth transition after finalizing their studies. The supervisors should also be offered training and on how to offer career advice and support to their students. Networking is important in order to enhance international mobility so the supervisors should also get institutional support meant to increase their own network since Reflex project revealed that some supervisors lack networking opportunities themselves. Further, the institutions should offer supervisors should good administrative support so that the supervisors can focus entirely on scientific tasks rather than figuring out practicalities.

### **Identified tolls that can enhance the supervisor contribution to career development of their students:**

- Offer clear institutional guidelines and tools that set career development in focus
- Increase awareness around the existing tools and support services
- Offer training on how to give career support and advice

- Offer networking opportunities for supervisors and access to collaborative projects. A special attention should be paid to international supervisors whom might have a well-established network abroad, but lack access to the local network.
- Cultural training
- Offer institutional administrative support services and unburden supervisors from administrative tasks

### 2.3 General Conclusions/Reflections on findings

Career development for researchers became during the last years a priority for the Norwegian Association of Higher Education Institutions in Norway (UHR), that NTNU is part of.

UHR is the most important cooperative body for Norwegian universities and colleges, whose purpose it is to develop Norway as a knowledge-based nation of high international standard. UHR has recently released an inspiration report: ““For a better career policy for scientific personnel in Higher Education Institutions” which describes the state of the art in Norway. NTNU took action soon after the release of the UHR report and allocated resources to work with developing and implementing a career development system at the university level.

UHR report was presented during REFLEX workshop and served as a background document for discussion and reflexion. The main conclusions of the document are that although there are many career development initiatives and services, they lack visibility and coordination. The initiatives are often ran by different institutions or different offices in within same institution without being systematised. As a result, many researches will not fully benefit of these initiatives and services simply because they are not aware of their existence.

The document is also emphasising the importance of increasing awareness among researchers and encouraging them to be proactive when it comes to their own career development.

In addition to the UHR repost, some data collection was made before the workshop with the intention to map the career development tools and initiatives that different Norwegian institutions has. Based on that data collected we concluded that most of institutions have a well-defined program for gender equality and career facilitation for women and additional training programs for leaders. Most of the institutions would also have some initiatives that could be considered as career development facilitators, but we could not identify any well-established career development program for researchers.

The findings during Reflex workshop confirmed some of the conclusions from the UHR report about the lack of visibility and coordination of the different initiatives and services intended to enhance career development for researchers, but it also offered some additional findings and insight in the topic.

Some of the findings for Reflex workshop are that both R1-R4 researchers are engaged in the career development topic, but it was very clear that they needed different tools and support services to facilitate career development. R1, R2 researchers are facing a lacked awareness on the topic and the lack of a career development system where they could navigate in. On the other hand, R3, R4 researchers lack opportunities to be involved in decision-making processes at the departments where they work and struggle to find time to support R1, R2 researchers career development and planning.

The findings from the workshop suggest that it is unclear the role of leadership and supervisors is when it comes to career development for young researchers. The leaders and supervisors facilitate research for R1 and R2 in within a specific project with the purpose of finalizing a PhD or post-doctoral study, but they do not systematically mentor the young researchers further than that. Mentor programs for young leaders and women are available, but they should be further developed and offered to a wider range of researchers.

There is also a need for clarification on what is the institutional and leadership responsibility in relation with career development so that researchers could reflect on what is their own individual responsibility when it comes to their career.

Another finding was that R1-R4 researchers would benefit of better access to networking and collaboration both in within same institutions and outside, and not the least link with other sectors. A special attention should be paid to offering network opportunities to international researchers whom might have a well-established network abroad, but lack access to the local network.

International mobility, sabbatical and participation to conference and meetings were identified as solid career booster for researchers. Since many research departments recruit internationally and international mobility is crucial for career development, it was highlighted the importance of offering support services to the international researchers and their family.

The skills needed to apply for funding and the need for support from home institution were also debated during the workshop. Researchers need more administrative support from their institutions and regard internal selection of funding applications as career blockers.

The main conclusions after Reflex workshop are that career development tools should be easily accessible and visible for researchers at all time. The researchers should be empowered to take charge of their career development by encouraging them to plan and think about possible career path on an early stage. Institutions should also facilitate involvement of researchers in decision-making processes. The leaders and supervisors should get the training necessary and made aware of the important of providing career support and guidance for their students. Support services for international researchers (funding, ingoing and outgoing mobility, network facilitation) are essential for a successful career development framework, and therefor they should be strengthen and further developed.

## Contact information

This report has been written by Iuliana Hussein, International Adviser and Kathrine Vangen International Senior Adviser. For more information about the report or scenario workshop in Norway please contact:

Iuliana.hussein.ntnu.no or [kathrine.vangen@ntnu.no](mailto:kathrine.vangen@ntnu.no) For more information about the REFLEX visit the project website [www.euraxess-reflex.eu](http://www.euraxess-reflex.eu).